



**APPLICATION FOR  
CLASSROOM ASSESSMENT FOR COMPETENCY-BASED EDUCATION**

**AT TEACHER TRAINING COSTA RICA AND  
CENTRO ESPIRAL MANA  
[www.espiralmana.org](http://www.espiralmana.org)**

**Scholarships granted by the U.S. Department of State, Western Hemisphere  
Affairs office via the U.S. Embassies**

The objective of our trainings at Centro Espiral Mana  
is to increase the capacity  
of qualified English teachers and trainers-of-trainers  
in Latin America and worldwide

**Teacher Training Costa Rica (TTCR)**, a licensed provider of courses from The SIT Graduate Institute ([www.sit.edu](http://www.sit.edu)) and housed in Centro Espiral Mana ([www.espiralmana.org](http://www.espiralmana.org)) in rural Costa Rica. The center was started in 2003 and is home to a teacher-training programs, a community English program and other training projects with a local university and high school teachers. There have been over 600 course graduates from 15 countries in the past 10 years. The volunteer-run community-English program has had over 20 volunteers provide language instruction to over 400 students in the surrounding area. We also host students doing internships in TESOL.

**Assessment for Competency Based Education** will focus on both formative and summative assessment. Teachers selected for this course will study the principles of competency based education (CBE) and also principles and practices of formative and summative assessment in CBE. The course consists of approximately 80-hours

of face-to-face workshops with additional time for the planning of workshops, written assignments, and reading.

By the end of the ten-day program, trainees on the course of “Assessment for Competency Based Education” will be able to...

- Describe and analyze key theory in competency-based education.
- Describe and analyze principles and practices in formative assessment.
- Analyze their own ability to implement formative assessment in their classrooms.
- Develop formative assessment tools that they can use in their own classrooms.
- Develop workshops that they can implement in their home countries to teach their peers about formative assessment in competency-based education.

**APPLICATION FORM**  
**Assessment for Competency Based Education**

***If you are applying for a scholarship Please email this to your U.S. Embassy contact. NO scholarship applications will be accepted at Centro Espiral Mana.***

If you are funding your own training please email this to:  
teachertrainingcostarica@hotmail and [admin@espiralmana.org](mailto:admin@espiralmana.org))

NAME: \_\_\_\_\_  
Country: \_\_\_\_\_  
email: \_\_\_\_\_  
Telephone numbers I can be reached at: \_\_\_\_\_  
\_\_\_\_\_

Dates of course I am applying for: \_\_\_\_\_

If I am a Latin American Teacher applying for the scholarship:  
Name of Contact in the US Embassy in my own country (\_\_\_\_\_) who  
approved this application: \_\_\_\_\_

**PLEASE READ THE FOLLOWING INFORMATION BEFORE FILLING OUT THE APPLICATION FORM:**

*Entry Requirements*

**In order to be accepted into the Certificate course, applicants must:**

- 1) Demonstrate a clear interest in teaching ESOL and have taught for at least five years.
- 2) Demonstrate a clear interest in training teachers and be willing to give workshops on assessment upon returning to home country.
- 3) Have an ability to focus on student/teacher learning and reflect upon the impact of one's own teaching and training.
- 4) Have a positive attitude regarding experiential activities and working in groups. This means that you are not only willing to fully participate in such activities, but also recognize the value in doing so.
- 5) Demonstrate English language proficiency (CI level on the CEF or TOEFL 550 non-native speakers)
- 6) Complete the application form and a short essay.
- 7) Complete an informal phone interview will be conducted by and SIT Trainer.

*Key factors for interview:*

- Educational background, dedication to teaching English and teaching teachers

- Appropriateness of the course for the applicant's needs/goals
- Attitude regarding reflection, experiential and collaborative learning, and group work
- Language proficiency

### **Attendance Policy**

- Participants are expected to attend all course sessions. Those who know in advance that they are unable to attend the whole course cannot be accepted. Participants should understand that the course is a full time endeavor. In order to complete the demands of the course successfully, participants should not expect to be able to work or attend to other commitments during the course.
- In the event of a serious illness or emergency, participants should notify a trainer as soon as possible. The participant must make up all missed work and practice teaching.
- The first full two days of the course cannot be missed. If this should occur, the participant must withdraw.
- If the participant must take a prolonged absence (more than one day) s/he must withdraw from the course.
- Attendance only is not a guarantee that the certificate will be issued. Participants must fulfill the requirements of the course in order to receive the certificate.

### **Personal Data**

Name (as you wish it to appear on your certificate) \_\_\_\_\_  
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Current mailing address/phone number (**make sure to include zip codes and country names, and country codes for phone numbers**) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Permanent address/ phone number \_\_\_\_\_  
 \_\_\_\_\_

Cell Phone:

Best time to reach me by phone \_\_\_\_\_

E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

Occupation \_\_\_\_\_ Citizenship \_\_\_\_\_ Gender **M/F**  
Native language \_\_\_\_\_ Date of Birth \_\_\_\_\_

**Educational Background** (Feel free to submit your resume instead of filling out this section.)

<b>Schools Attended</b>	<b>Dates</b>	<b>Degree/Diploma</b>
_____		
_____		
_____		

**Language Learning Experience**

Do you have experience learning other languages? Yes \_\_\_ No \_\_\_\_  
If yes, which languages and for how long?

\_\_\_\_\_  
\_\_\_\_\_

**Work Experience (non teaching)**

Feel free to submit your resume instead of filling out this section.

<b>Position/place</b>	<b>Dates</b>
_____	
_____	
_____	

**Teaching Experience**

Describe your teaching experience. Where have you taught? What levels, texts, contexts? (Make sure to include the name of the institution as well as your position(s) there. ) Feel free to submit your resume instead of filling out this section.

\_\_\_\_\_  
\_\_\_\_\_

**Teacher Training Experience**

Describe your teacher training experience. Where have you worked with developing teachers? What workshops, course and contexts? (Make sure to include the name of

the institution where you gave the training ) Feel free to submit your resume instead of filling out this section.

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**Self introduction:** Please write a brief **paragraph (between 3 and 8 sentences)** about yourself to be included in the program binder. *(Everyone will receive this self-introduction)*

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**Please answer the following questions:**

1. Why do you want to take Assessment for Competency Based Education course?
2. Why do you want to work with developing teachers?
3. Why do you want to take the course in Costa Rica?
4. What are your biggest strengths and challenges as a teacher of ESOL?
5. What are your strengths and challenges as a teacher trainer?
6. What do you plan to do with your new learnings when you go back to your home country and school?
7. The course is offered in a small town in rural Costa Rica. We are far from cities and many activities. Are you ready and willing to commit to two weeks of intensively thinking about and working on teaching teachers who teach English in this rural setting?

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***Written Statement:***

***Along with the application, all prospective participants are required to submit a 400-500 word statement:***

*Choose one of the following quotes and discuss how it reflect something that you think is important about assessment and the role of assessment in learning.*

1. The research indicates that improving learning through assessment depends on five, deceptively simple, key factors

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- the need for pupils to be able to assess themselves and understand how to improve.

Black, P. & Wiliam, D. 1999. *Assessment for Learning: Beyond the Black Box*, Assessment Reform Group, University of Cambridge, School of Education

From today's cognitive perspective, meaningful learning is reflective, constructive, and self-regulated. People are seen not as mere recorders of factual information but as creators of their own unique knowledge structures. To know something is not just to have received information but to have interpreted it and related it to other knowledge one already has. In addition, we now recognize the importance of knowing not just how to perform, but also when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information-which is typically the focus of traditional multiple-choice tests-is not of primary importance in the assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve complex problems

Dietel, R.J., Herman, J.L., Knuth, R.A. 1991. *What Does Research Say About Assessment?* North Central Regional Education Laboratory, Oak Brook

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Please sign \_\_\_\_\_ Date\_\_\_\_\_